PRE-SERVICE TEACHERS' BELIEFS IN UTILIZING FILM AND ROLE-PLAY IN EFL CLASSROOM PRACTICES

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Abstract: Film is one form of information and technology that is rich of sources of content for language courses. It is beneficial for classes that is often limited to provide visual support for other text-based and language content activities. The idea of using students' selected films related to students' themes preferences combining with collaborative learning and role play is the focus of this research.

Key words : Film, roleplay, BALLI, SILL

1.   Introduction

The fact that English is a foreign language in Indonesia demands the students to have extra efforts if they would like to master English. In this case their beliefs about language learning and the language learning strategies might influence the learning process and in the end the achievement they afford. A student who believes, for example, that one must never say anything in English until it can be said correctly will probably avoid speaking most of the time. Indeed, Wenden (1987:104) supplied preliminary evidence that students beliefs about language-learning can influence their language-learning strategies. Therefore, knowledge of student beliefs about language-learning is an important step toward understanding the cause and background of learning strategies.

Learning theory in the past decade has expanded dramatically because of the introduction of multimedia. Several lines of research have evolved (e.g. Cognitive load, Multimedia learning, and the list goes on). The possibilities for learning and instruction are nearly endless. The idea of media convergence is also becoming a major factor in education, particularly higher education.

Problems of the Study

Based on the assumption that university students have already had certain beliefs about language-learning and employed various strategies in their language-learning, this study will specifically find the answers of the following questions. Is there any development of the students' beliefs about language learning and language learning strategies if Film and Role play is used in the program?

This study investigated effects of level of learners' intrinsic motivation and use of embedded motivational strategies with an enhanced-relevance component multimedia program for English as a foreign language learning. Two major variables, learners' beliefs about language learning including motivation, and language learning strategies were examined.

As beliefs about language-learning and language-learning strategies are considered to be the important factors that influence the success of language-learning, this study is aimed at investigating the role of film and role play in improving beliefs and language learning strategies in this case English in the faculty of teacher training and education.

2.   Methodology

The subjects of this research were one class of the third semester English Department students at UHAMKA. There were thirty students all together who join Listening-Speaking 3 course. In the beginning of the course the students were asked to fill in BALLI and SILL questionnaires. The

same questionnaires were again filled in after 16 meetings (@150 minutes). During the sixteen meetings they were asked to create groups of four to five members. Each of the member are suggested to prepare one film as an alternative for group selected film. In Listening Speaking 3 there 12 themes/situation that are suggested to be discussed. They are traveling, transportation, shopping, accommodation, occupation, instruction, condition, stress, adolescence, adulthood, friendship and loves. In sixteen meetings the groups were asked to choose 4 out of 12 different themes. Then, they were suggested to choose any films to find four different scenes (10-15 minutes) for four different themes. The scene were suggested to have English transcription to be rewritten. Each of The scripts from the selected scenes were read aloud in one meeting. Then the next meeting it was performed in front of the class by each group exactly as it is in the film. Feedback from the students from the other group and from the lecturer were given in every meeting.

Student selected Film	Personal preferences
	Group preferences
	Arouse interest and give motivation for learning
Group Work	Selected Themes
	Selected Scenes (10-15 minutes)
	Rewriting the transcribe from the selected scenes
	Giving learning theories to master the information
	Summarizing and reviewing
Script Reading	Reading the script aloud
	Reviewing the pronunciation and expression
Role Play	Playing the role play based on selected scenes

3.   Result and Discussion

From BALLI analysis, it seems that the students beliefs more that they have special ability for language learning. They also believe that the most important part of learning a foreign language is learning vocabulary words and grammar and translation. They also would like to learn English so that they can get to know native speakers of English better. Learning a foreign language is different from learning other academic subjects is also believed more by the students. They realize more that it is important to practice with cassette or tapes. They were also more motivated to learn English well to get better job. Therefore they want to speak English well. They are more motivated to have native speaker of English friends as they believe that everyone can learn to speak a foreign language. Yet, they believe more that it is easier to read and write English than to speak and understand it.

The development of some strategy from SILL items were more than others especially items 4, 5, 22, 32, 33, 34, 35, 37, 38, 39, 40, 45, 46, and 47. Those strategies state that : I remember a new English word by making image or picture of the word to help me remember the word. I use rhymes to remember new English words. I try not to translate word for word. I pay attention when someone is speaking English. I plan my schedule so I will have enough time to study English. I have clear goals for improving my English skill. I think about my progress in learning English. I try to relax whenever I feel afraid of using English. I encourage myself to speak English even when I am afraid of making a mistake. If I do not understand I ask the other person to slow down or say it again. I ask English speaker' to correct me when I talk. I practice English with other students.

There are six types of development of Language Learning Strategy that is shown in the chart above. The development of memory strategies, cognitive strategies and metacognitive strategies could be seen more than others. Advancement in course level or years of study does not necessarily mean that students use better strategies in every instance (Oxford, 1989:237). First, language students might spontaneously develop new and better strategies as they become more advanced. Second, the nature of the task requirements might change (often becoming more communicative, though not necessarily!) in higher-level courses, and students might respond with strategies tailored to the task requirements. Third, students with poorer strategies might perform worse than students with better strategies and therefore drop out of language study before reaching higher level courses.

In the end of sixteenth meeting other questionnaire about the students responses of the use of film and role play in the program were also delivered to the students to fill in. The percentage of the answer of the questionnaire are shown in the table below.

Do you think film and roleplay help you to learn English?	Yes	63%
	Not Much	37%
Do you enjoy the classes?	Yes	83%
	Not Much	13%
	Yes	76%
Would you like to go with the program?	Not Much	3%
	I don't know	20%
	Yes	73%
Do you feel motivated	Not Much	20%
	I don't know	6%

It seems that most of the student (87%) stated that they enjoyed the classes with film and role play and seventy three percent of them are motivated by the program . The rest do not stated clearly about it. Seventy six percent from 30 students stated that they would like to continue using film and role play. One of them would like to be helped with explanation and the rest do not state clearly. Sixty three percent of them admitted that film and role play help them learn English. Yet they stated that the help was not much. Related to roleplay Fleming in Zyoud (2006) stated that playing the roles or drama is inevitably learner-centered because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete "situations". Zyoud further added that one of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation.

4. Conclusion

Film as a source of content in language courses is often still limited to providing visual support for other text-based and language content activities. Yet, the selected Films related to chosen themes by students that is combined with collaborative learning and performed in scenes Role play would improve students beliefs about language learning and their language learning strategies. It is suggested for further finding about this research to investigate influence of this program to the students' communicative competence.

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